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ABSTRACT

This document is the self-study portion of the Standards and Procedures for Voluntary Accreditation of School Age Child Care Programs in Missouri. The self-study, an opportunity for programs to demonstrate their ability to meet certain standards, consists of quality indicators under 6 major headings: (1) provide a healthy and safe environment (43 major indicators); (2) foster physical and intellectual growth and development and creative expression (28 major indicators); (3) build positive self-esteem and individual responsibility (13 major indicators); (4) develop and maintain positive interaction of children and adults (9 major indicators); (5) communication and coordination between home and center (10 major indicators); (6) maintain effective personnel communications and efficient management practices (14 major indicators). The document also includes application materials for accreditation. (JW)

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Standards & Procedures for Voluntary Accreditation of School Age Child Care Programs in Missouri

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Robert E. Bartman, Commissioner of Education

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ACKNOWLEDGMENTS

Voluntary Accreditation had its beginning in 1981 with the formation of a committee to explore the establishment of standards for a quality early childhood education program under the leadership of Mildred Winter. The original committee explored and eventually created the basic *Standards and Procedures* for the Voluntary Accreditation of Early Childhood Education Programs. This has been up-dated and there have been minor revision, but it still has the basic structure, content, and process of the original.

Since that time (1981), two more *Standards and Procedures* have been added--one for Infant/Toddler and one for School Age Child Care. These have been written, tested, and revised by members of the Missouri Boards for Voluntary Accreditation with help from volunteers and consultants from Licensing, DESE Special Education and Community Education. In total, at least 100 people have helped to create the current (1993) documents and process. To all these people much credit and appreciation is due--for their enthusiasm, on-going support, understanding, and creativity.

To the Presidents of the Voluntary Accreditation Boards and to the Coordinator go special thanks for their leadership, wisdom, and unflagging commitment:

1984 Maya Zuck
1987 Mildred Winter
1989 Carolyn Rybicki
1993 Caroline Rosser
1983 Barbara Fischer, Coordinator

To that original voluntary accreditation committee and to Mildred Winter gratitude and special acknowledgment is given. Members of the Missouri Committee on Voluntary Accreditation of Early Childhood Education Programs are as follows:

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VOLUNTARY ACCREDITATION OF SCHOOL AGE CHILD CARE PROGRAMS

INTRODUCTION

As a result of rapid changes affecting the modern family and workplace, an increasing number of school age children spend the hours before and/or after school and on summer weekdays in child care settings. Since the quality of child care is essential for healthy physical and emotional well-being and development, it is essential that children have the best possible environment during these formative years.

Missouri has no laws or regulations establishing accreditation requirements for early childhood and school age child care programs. State statutes authorize the Department of Health to license child care programs. However, a state statute effective August 28, 1993, requires unlicensed, exempt religious child care programs, as well as summer camps, graded boarding schools, and nursery schools to meet health, sanitation, and fire and safety standards.

The Missouri Voluntary Accreditation process was developed in response to a need to provide guidelines for appropriate high quality programs for children that go beyond those authorized by state statutes. It involves no mandatory controls; the decision to seek accreditation is voluntary.

Accreditation standards (quality indicators) are based on *respect for and acceptance of the unique strengths and needs of each child*; *knowledge of how children grow and develop*; and *developmentally appropriate program planning and guidance*. Standards speak to characteristics of a program that is without bias, one that empowers children, families, and staff to participate in a learning environment and curriculum that is relevant and accurately reflects the population it serves. Accreditation standards also provide for nationally mandated policies, environment, and procedures that accommodate the special needs of each individual child.

Accreditation is based on a program's completed Self-Study and subsequent on-site peer review. The standards (or indicators) allow for a broad range of teaching and learning philosophies. All programs are not alike--each one is unique and this uniqueness is respected and encouraged.

Accreditation is a stamp of approval, recognizing those programs that are striving for excellence. It provides child caregivers with access to standards that serve as guidelines to quality programs. Accreditation also serves as a guide to parents who want to choose the best available program for their children.

ACCREDITATION PROCESS

A program's eligibility is determined by the following:

1. Serves children within the age range of six weeks through elementary school age.

2. Has been in operation for at least one year.

3 Has purchased and completed the Self-Study in the age appropriate Standards and Procedures for Voluntary Accreditation.

Self-Studies are available from the Missouri Center for Voluntary Accreditation for:
Infant/Toddler Program (6 weeks - 30 weeks)
Program for 2 1/2 - 6 year olds
School Age Child Care Program

The Self-Study is to be undertaken thoughtfully by the staff and viewed as a professional growth experience for each person involved. All ratings are to be based on the current situation and not on future plans. Use comment columns generously to explain the program more fully.

APPLICATION

The program applying for accreditation will:

1. Submit application for accreditation, which includes:
   a. Completed Self-Study
   b. Necessary documentation materials
   c. Accreditation fee, with check made payable to: Missouri Center for Voluntary Accreditation.
      (1) The accreditation fee is determined by the number of children enrolled in the program. (Consult the current fact sheet for the fee schedule.)
      (2) The program also agrees to pay the mileage expenses of accreditation review team members ($.20 per mile), to be paid to the team members at the time of the visit to the program. An effort will be made to assign team members living near the program site.

2. Accreditation materials may be submitted to the Voluntary Accreditation Center anytime during the year. (Materials must be received before March 1 for nine-month programs (September-May) in order to allow adequate time to assign the review team and to allow time for observation and exit interview before the end of the school year. If materials are received after March 1 the accreditation period may have to be extended to the next academic year.

ACCREDITATION REVIEW TEAM MEMBERSHIP

After checking the submitted Self-Study and the required documentation materials for completeness and accuracy, the coordinator of the Missouri Center for Voluntary Accreditation will ask the appropriate regional chairperson to assign a team to visit the center for the purpose of validating the program's Self-Study.

1. The size of the program will determine the number of team members.
2. A two-person team will be made up of persons from two of the three categories below. Larger teams will have balanced representation from all three categories if possible. All team members will have been trained in the accreditation process.
   a. A director/administrator having a minimum of two years experience teaching children.
   b. An early childhood education/child development professional, including teacher educators with a strong knowledge base in early childhood, recreation, or related area.
   c. A parent or other individual who is knowledgeable and concerned about children and does not fit in either of the other two categories.
3. The program will be notified in advance of the membership of the team assigned and may request an alternate team member with good reason.
4. The review team leader will be responsible for arranging the team visit, for the exit interview with the director and staff of the program, and for the team's full report to the Missouri Center for Voluntary Accreditation. A copy of the team's report will be given to the program director.

RECOMMENDATION FOR ACCREDITATION

Recommendation for accreditation requires team agreement and acceptable Self-Study ratings on all circled items. The review team report will define program strengths and limitations and will recommend one of the two following options:

(1) Program approved for accreditation
(2) Time extension granted to program

ACCREDITATION APPROVAL AND ISSUANCE OF CERTIFICATE OF VOLUNTARY ACCREDITATION

The coordinator of the Missouri Center for Voluntary Accreditation will receive the Self-Study, the Review Team Document, and the review team's exit interview report of program strengths and limitations. If all is in order, the coordinator will take the review team's recommendation for accreditation to the Missouri Board for Voluntary Accreditation of Childhood Education Programs which officially grants accreditation to all programs. The board signs and issues the Certificate of Accreditation to all programs except those sponsored by the public schools. The Missouri Department of Elementary and Secondary Education will sign and issue the Certificate of Accreditation to public school programs.

Programs receiving accreditation will be listed in the Directory of Accredited programs. The directory will list the program name, address, ages and number of children served, length of program day, and telephone number of contact person.

TIME EXTENSION

If there is disagreement on any circled items in the Self-Study (a team rating of "No" on an item rated "Yes" by the program; a team rating of "3" or "4" on an item rated "1" or "2" by the program), a time extension of up to, but no more than, one year from the exit interview date is granted to the program. The time extension will allow for the director and staff to raise all Self-Study items to the quality level required for accreditation. Full responsibility for the amount of time used for this work, as well as for making contact with the Review Team leader to schedule a return visit, is up to the program director. If accreditation is not achieved at the time of the second visit of the Review Team, or if the second visit of the Review Team has not been requested within one year of the exit interview date, the accreditation process is terminated and the entire Self-Study process must be re-initiated.

ACCREDITATION APPEAL

A program that completes the Self-Study and review process and fails to receive a recommendation for accreditation may appeal the decision in writing to the Missouri Board for Voluntary Accreditation.

The decision of the Missouri Board for Voluntary Accreditation of Childhood Education Programs will be final.

REACCREDITATION

At the end of the 2-year initial accreditation, the program will reapply for the second accreditation and complete the entire Self-Study process. Succeeding reaccreditations are for the full three years. The fee for reaccreditation is listed on the current Fact Sheet.

GRIEVANCE

Grievances against an accredited program may be brought to the Missouri Board for Voluntary Accreditation through the coordinator of the Missouri Center, by a staff member, parent, or community member. A detailed statement of the grievance must be in writing, signed, and sent to the Missouri Center for Voluntary Accreditation.

PLEASE NOTE: Always check the most recent FACT SHEET for any new information and the current accreditation fee schedule.

SPECIAL NEEDS

The recent American Disabilities Act, signed into law in 1990 and implemented in 1992, mandates that all child care programs establish policies and procedures that accommodate the special needs of each individual child. This national mandate poses a challenge to educators to find ways to adjust programs and facilities to meet these widely divergent special strengths and needs.

The term "special needs" emphasizes the individualizing that should occur in every child care program. This means being aware of each child's unique developmental needs and adapting expectations and daily activities to ensure that they are appropriate for both the group and each individual child in the group.

Each child is a unique person. One may be described as "gifted," another as "developmentally delayed," and another as possessing disabilities extreme enough to require special staff training. It is important that all personnel understand the varying needs of these children and know how to guide and to implement an appropriate program for each child in their care. Throughout the Self-Study there are helpful quality indicators that characterize such a program.

RESOURCES

Missouri Special Education Dissemination Center, 401 East Stewart Road, Columbia, MO 65211
Offers a wide variety of loan packets, bibliographies, videotapes, books, and manuals useful for teacher and administrators. As for full listing.

MPACT (Missouri Parents Act), 1722 South Glenstone, Suite 125, Springfield, MO 65804
Offers workshops and assistance for parents of children with disabilities.

NAEYC, 1509 16th St., N.W., Washington, DC 20036, 1-(800) 424-2460.
Publishes a wide variety of excellent materials on curriculum, cultural diversity, health and safety, etc. The book, Developmentally Appropriate Practice, is a valuable reference for every program. Ask for a current catalog.

DIRECTIONS FOR COMPLETING THE SELF-STUDY DOCUMENT

A. RATINGS

- Each numbered item (1, 2, etc.) in the entire self-study should be rated by placing a check (✓) on the line in the appropriate column--either Yes or No, OR 1, 2, 3, 4, or N/A (not applicable).
- Checking sub-items (lettered a, b, etc.), where listed under an item, will assist in determining the rating for that item.
- All circled items must receive a rating of Yes OR a rating of 1 or 2 (depending on what is indicated) in order to be eligible for accreditation.
- The Remarks/Examples column should be used liberally. Add explanations, clarification, additional information, or indicate areas of on-going efforts toward improvement. *Your comments are very important.*

1	**-Excellent**	**Fully meets the standards**
2	**-Good**	**Generally meets the standards**
3	**-Needs improvement**	**In order to meet the standards**
4	**-Unacceptable**	**Does not meet the standards**
N/A	**-Not Applicable**	

B. DOCUMENTATION MATERIALS

Note the items throughout the Self-Study that ask for documentation, such as examples of ways in which you modify your program to meet individual needs, examples of daily activity plans, etc. Also refer to the documentation sheet included with your packet of accreditation materials. These items, along with your completed Self-Study, are to be mailed in a large envelope to the Missouri Center for Voluntary Accreditation.

QUALITY INDICATORS	RATINGS							REMARKS/EXAMPLES
	YES	NO	1	2	3	4	N/A	

I. Provide Safe and Healthy Environment

All programs staff share the responsibility to protect children from injury and infection while under their supervision. Since children's health and safety should be a primary concern, all items in this section should be carefully reviewed and rated.

Safety

1. At least two adults (18 or over) are available to children (on the premises, within voice range, and able to assist) at all times. (Document through staff schedule.)
2. Indoor materials, equipment, and supplies are safe and in good repair (e.g. void of sharp edges, splinters, nails, and missing parts).
3. Classroom space, doorways, bathrooms, and sinks, as well as outdoor play space, are accessible or adapted as needed to allow all children to participate.
4. Indoor surfaces and levels (such as steps or curbs) are manageable for use by each child.
5. Facility is safe for all children:

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QUALITY INDICATORS	RATINGS YES NO 1 2 3 4 N/A	REMARKS/EXAMPLES
___ a. Well-lighted		
___ b. Ventilated		
___ c. Stairways safe		
___ d. Windows screened safely		
___ e. Lead-free paint		
___ f. Phone working and accessible		
___ g. Exits easily accessible		
6. Floor coverings are non-slip or secured to the floor.		
7. Resilient materials are used under climbing apparatus indoors. (Resource: U.S. Consumer Product Safety Commission)		
8. Sound absorbent materials are used (such as rugs, ceiling tiles, etc.) to lessen the level of distracting noise for children.		
9. Dangerous materials and supplies such as medications, cleaning supplies, potentially toxic plants, etc., are inaccessible to children (out of reach or locked).		
10. Fire equipment and procedures are evident and in order. (It is recommended that you check with your fire department for information on adequate extinguishers.)		

QUALITY INDICATORS	RATINGS								REMARKS/EXAMPLES
	YES	NO	1	2	3	4	N/A		
___ a. Fire extinguishers available and in working condition									
___ b. Smoke detectors in working condition									
___ c. Emergency evacuation procedures posted									
___ d. Safety and security rules are posted									
___ e. Safety drills (either fire, tornado, or earthquake) carried out monthly. Frequency _____ Date of last drill _____									
11. Hot water, where accessible to children, is a safe temperature.									
12. There is a minimum of 35 square feet of indoor space per child (not including kitchen, closets, bathroom, hallways, etc.) to allow for freedom of movement. Indoor space for older children provides for adequate movement and appropriate activity. (Include sketch w/dimensions.)									
13. Outdoor materials and equipment are safe and in good repair.									
14. Outdoor play space is accessible or adapted as needed to allow all children to participate.									
15. Outdoor surfaces and levels (such as steps or curbs) are manageable for use by each child.									

QUALITY INDICATORS	RATINGS YES	NO	1	2	3	4	N/A	REMARKS/EXAMPLES
16. Safe access is provided to secured/fenced outdoor play area that is free of harmful objects.								
17. Resilient materials are used under climbing apparatus outdoors. (Resource: U.S. Consumer Product Safety Commission)								
18. There is a minimum of 75 square feet of outdoor space per child using area at any one time. (Include sketch with dimension.)								
19. There is provision for safe pick up and delivery for all children.								
20. Facility vehicles and drivers assure safe transportation for all children.								
___ a. Vehicles are clean, in good repair, inspected, and licensed.								
___ b. Drivers are properly licensed and informed in child passenger safety precautions. (Vehicle safety inspection, driver license(s).)								
___ c. Child passenger restraints and/or seat belts are provided as required by law.								
___ d. Proof of liability coverage is available.								
21. If program space is shared with other programs, an acceptable agreement for sharing has been reached.								

QUALITY INDICATORS	RATINGS							REMARKS/EXAMPLES
	YES	NO	1	2	3	4	N/A	
Health								
22. Trash and garbage is stored and disposed of in a sanitary manner.								
23. If a kitchen is used by the program, this area is safe and sanitary.								
___ a. Clean and disinfected								
___ b. Adequately equipped for proper storage, preparation, and serving								
___ c. Dish washing done in an approved sanitary manner								
24. If food is provided, it is nutritious and served hygienically.								
___ a. Menus for snacks and meals are posted.								
___ b. Nutritious, well-balanced, adequate meals and/or snacks are served hygienically.								
___ c. Child-sized portions are served in attractive, family-like setting.								
25. Mealtimes promote good nutritional habits.								
___ a. All children are encouraged to prepare and serve their own snacks and meals.								
___ b. Chairs, tables, and eating utensils are suitable for the size and developmental levels of each child.								

QUALITY INDICATORS	RATINGS YES	NO	1	2	3	4	N/A	REMARKS/EXAMPLES
___ c. Meals and snack times are pleasant social and learning experiences for all children.								
___ d. Foods related to each child's cultural background are served periodically.								
___ e. At least one adult sits with children during meals.								
26. Drinking water is available to children in a sanitary manner.								
(27.) Staff is continually alert to the health of each child.								
___ a. Hand washing is practiced regularly.								
___ b. Individual medical problems and accidents are recorded.								
___ c. Individual medical problems and accidents are reported to director, staff and parents/families.								
___ d. Disposable gloves are used when handling blood and body fluids.								
28. The facility is cleaned daily to disinfect bathroom fixtures and to remove trash.								
29. An adequate first-aid kit is readily available and one is taken on field trips.								
30. The Poison Control telephone number and a one-ounce bottle of Syrup of Ipecac (within shelf date) are on hand.								

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QUALITY INDICATORS	RATINGS							REMARKS/EXAMPLES
	YES	NO	1	2	3	4	N/A	
31. The child care facility is smoke-free.								
32. A cot and isolation area are provided for ill children.								
33. Any animals on premises are cared for, healthy, and free of hazardous disease. (Refer to local health department for regulations.)								
34. The water supply is Health Department approved.								
35. Health and immunization records and emergency medical release forms for all children are current, and on file at the site, and are updated annually.								
36. Staff members receive annual training in medical emergencies. At least one staff member on duty has current certification in first-aid and cardiopulmonary resuscitation (CPR). (Document)								
37. Whenever children are swimming or wading a staff qualified in CPR or a lifeguard is present.								
38. Records of current medical examinations and annual tuberculin testing are on file for all staff.								
39. There are written procedures regarding ill staff members--when they should not be at the center or working with children, etc.								

QUALITY INDICATORS	RATINGS							REMARKS/EXAMPLES
	YES	NO	1	2	3	4	N/A	
40. Individual washable mats or cots with sheets (if appropriate to the program) are provided as needed and cleaned regularly.								
41. Floors and rugs are kept clean and carpets shampooed regularly.								
42. Materials and furnishings are kept clean.								
43. Clean clothing is available in case of accidents.								

QUALITY INDICATORS	RATINGS YES	NO	1	2	3	4	N/A	REMARKS/EXAMPLES
II. Foster Physical and Intellectual Growth and Development and Creative Expression								
Children's growth in these areas is influenced by the staff's knowledge of child development, appropriate planning, materials, and activities.								
Planning and Implementation								
(1.) Learning objectives/expectations for all children are:								
___ a. Consistent with the overall philosophy of the program								
___ b. Appropriate for the age and developmental level of the group								
___ c. Modified to meet children's individual abilities, learning styles, and needs								
___ d. Based on ongoing observation of individual children. (These observations are used to determine the need and interest levels in physical, intellectual, language, and social/emotional areas of development)								
(2.) Daily planning includes:								
___ a. Individual experiences								
___ b. Small group experiences								
___ c. Total group experiences								

QUALITY INDICATORS	RATINGS YES NO 1 2 3 4 N/A	REMARKS/EXAMPLES
___ d. Curriculum relevant and accurately reflective of the population served		
(3.) The schedule for all children provides activities that are:		
___ a. Balanced (active/quiet; small group/individual; indoor/outdoor; challenging new/familiar)		
___ b. Developmentally appropriate		
___ c. Adapted to meet individual needs		
(4.) Staff maintain written plans on an ongoing basis. (Document with sample written plans.)		
(5.) Group experiences for developing skills and concepts are organized so that each child has individual attention and is free to express ideas and experience success.		
6. Current daily and/or weekly curriculum and staffing schedules are posted and parents have access to them.		
(7.) The total environment reflects global, cultural, ethnic, age, and gender diversity. Examples include an integration of manipulatives, graphic displays, dolls, books, art materials, music resources, and dramatic play materials.		

QUALITY INDICATORS	RATINGS							REMARKS/EXAMPLES
	YES	NO	1	2	3	4	N/A	
(8.) All children have many opportunities to make choices in selecting activities and materials and to share their experiences throughout the day.								
(9.) All children are encouraged to structure their own thinking and interact with their environment by:								
___ a. Observing								
___ b. Exploring								
___ c. Discovering								
___ d. Questioning								
___ e. Problem solving								
___ f. Sharing experiences								
___ g. Initiating activities								
___ h. Making choices								
___ i. Ongoing activities								
(Examples of each of the above should be observable.)								
(10.) All children are helped to acquire and use language to communicate information, thoughts, and feelings, and to talk and listen with understanding.								
(11.) Books are available to children for use during each program day.								

QUALITY INDICATORS	RATINGS							REMARKS/EXAMPLES
	YES	NO	1	2	3	4	N/A	
(12.) All children have a variety of experiences (e.g. games, art, construction materials) that encourage creativity, development of hand-eye coordination, etc.								
(13.) All children have opportunities during each program day for gross motor activities such as running, jumping, climbing, balancing, pedaling, throwing, and catching.								
(14.) All children have the opportunity to engage regularly in a wide range of activities in the following areas:								
___ a. Arts								
___ b. Music and movement								
___ c. Dramatic play								
___ d. Crafts								
___ e. Cooking								
___ f. Nature study								
___ g. Non-competitive sports and games								
___ h. Quiet conversation with adults								
(15.) There is limited emphasis on patterns or final product in the use of art media.								
(16.) All children have opportunities to work with natural materials such as soil, sand, water, and wood.								

QUALITY INDICATORS	RATINGS YES NO 1 2 3 4 N/A	REMARKS/EXAMPLES
(17.) Developmentally appropriate curriculum options are available for all children.		
18. Activity plans address each child's developmental abilities, needs, and experiences.		
(19.) Individualized programs planned for children with special needs are incorporated within the daily experiences.		
(20.) If a child wishes to spend some time at homework, instrument practice, etc., a quiet place and attentive adult support are provided. (It is the joint responsibility of parents and program staff to appropriately plan for such activities.)		
21. There is a quiet area for children who wish to be alone.		
(22.) Children are involved in program planning and operation.		
___ a. Rule making for group interaction (social behavior, routines, games)		
___ b. Special events planning		
___ c. Creating appropriate classroom environments (painting walls, arranging furniture and equipment, making repairs, etc.)		
___ d. Responsibility for preparing/serving snacks		

QUALITY INDICATORS	RATINGS YES NO 1 2 3 4 N/A	REMARKS/EXAMPLES
___ e. Developing games and activities for younger children		
___ f. Providing assistance with office work, community service, recycling, etc.		
___ g. Writing a newsletter		
___ h. Taking pictures of center activities		
___ i. Cooperative projects and learning activities		
Equipment and Materials		
23. There is enough appropriately-sized furniture in good condition for the number and ages of children.		
(24.) An ample variety of developmentally appropriate materials and equipment is accessible (indoors and outdoors).		
___ a. Art materials		
___ b. Dramatic play		
___ c. Sporting equipment		
___ d. Board games		
___ e. Construction (blocks, legos)		
___ f. Technology materials (hammers, tools, wood)		
___ g. Reference materials		
___ h. Books		
___ i. Computers		
___ j. Music equipment and instruments		

QUALITY INDICATORS	RATINGS							REMARKS/EXAMPLES
	YES	NO	1	2	3	4	N/A	
25. The room is arranged so that all children move easily throughout the play space, supervision is possible, children may play/work without interruption, and children needing adaptive equipment (wheelchairs, walkers, etc.) can participate without being unduly restricted.								
26. There are clearly defined activity areas for a variety of small group and individual experiences.								
27. An ample variety of materials is arranged on low, open shelves so that all children can make choices independently.								
28. Equipment and materials, in good working condition,are provided for a wide range of developmental needs. Care is taken that children do not use these materials without supervision or before it is physically safe for them to do so.								

QUALITY INDICATORS	RATINGS YES	NO	1	2	3	4	N/A	REMARKS/EXAMPLES
III. Build Positive Self-Esteem and Individual Responsibility								
Staff relate to children in positive ways that indicate that they are known and appreciated. Staff:								
(1.) Evidence pleasure and enjoyment in working with all children.								
(2.) Converse frequently with all children, asking open-ended questions, and speaking individually to children (as opposed to the whole group) most of the time.								
(3.) Shows respect for each child's religion, ethnicity, gender, disabilities, ages, or lifestyle.								
4. Actively foster respect for the child's family and community by recognizing and incorporating into the program the family's customs.								
(5.) Provide individual children with direct positive feedback about their performance.								
(6.) Refrain from demeaning remarks to other adults or children about a child's or children's behavior.								
(7.) Provide a balance between activities initiated by children and those initiated by adults.								

QUALITY INDICATORS	RATINGS YES	NO	1	2	3	4	N/A	REMARKS/EXAMPLES
8. Actively involve all children in helping to solve classroom problems by working through disagreements and conflicts at feeling/thinking levels.								
9. Help all children cope with both success and failure by assisting them to express feelings in words or in acceptable actions.								
10. Encourage independence in all children based on child development principles. Staff foster independence in routine activities including:								
___ a. Obtaining needed materials and caring for materials and environment								
___ b. Attending to personal grooming (toileting, washing hands)								
___ c. Other self-help skills								
11. Provide space for child's belongings.								
12. Encourage children at their different levels of abilities to develop self-reliance and make individual decisions regarding use of materials and equipment and participation in activities.								
13. Promote social interaction between all children regardless of abilities.								

QUALITY INDICATORS	RATINGS							REMARKS/EXAMPLES
	YES	NO	1	2	3	4	N/A	
IV. Develop and Maintain Positive Interaction of Children and Adults								
Interactions between children and staff provide opportunities for all children to develop an understanding of self and others and are characterized by warmth, personal respect, positive support and responsiveness.								
(1.) Staff smile, touch, and speak with all children in a friendly, positive, courteous, reassuring manner, at their level of understanding.								
(2.) Staff show respect for all children by addressing each child by name, by listening,and speaking to them, and by interacting with them.								
(3.) Staff listen to and converse frequently with individual children.								
(4.) Staff model, encourage, plan for, and guide development of positive social acts and feelings (i.e. honesty, cooperation, turn taking, sharing space, compromise, friendship, affection, humor, acceptance of diversity).								

QUALITY INDICATORS	RATINGS							REMARKS/EXAMPLES
	YES	NO	1	2	3	4	N/A	
(5.) Developmentally appropriate limits and guidelines for behavior have been established and are communicated clearly and consistently to children. (This is individualized based on the individual child's ability to function and understand.)								
(6.) Staff use positive techniques for guidance including:								
___ a. Discussion and/or redirection								
___ b. Anticipation								
___ c. Elimination of potential problems								
___ d. Positive reinforcement/self-esteem								
___ e. Encouragement rather than competition, comparison, or criticism								
___ f. Group meetings/discussions								
___ g. Teacher proximity and touch								
(7.) Staff abstain from corporal punishment or other humiliating or frightening discipline techniques.								
(8.) Each staff member has primary responsibility for and develops a close attachment to an identified group of children. Where large groups of children are housed in multli-purpose rooms, every attempt is made to have continuity of adults who work with children.								
(9.) Staff members who have direct contact with children are provided with appropriate breaks.								

QUALITY INDICATORS	RATINGS YES NO 1 2 3 4 N/A	REMARKS/EXAMPLES

V. Communication and Coordination Between Home/Center

Coordination of home and school/center expectations and practices is essential to ensure maximum benefit to the child. A variety of options should be provided for family involvement in the program.

(1.) Information about the program is given to families in a handbook or printed handouts. It includes:

___ a. Written description of the program's philosophy
___ b. Written description of the program's rules and fees (if applicable)
___ c. Flexible enrollment options, if available
___ d. Clearly communicated discipline and guidance procedures
___ e. Health guidelines for child's attendance and dismissal
___ f. Other _____

(Submit written documentation with Self-Study)

2. Staff behaviors reflect acceptance of all families.

(3.) There is planned process for orienting the child and family to the program. It includes:

QUALITY INDICATORS	RATINGS YES NO 1 2 3 4 N/A	REMARKS/EXAMPLES
___ a. Pre-enrollment visit to the program ___ b. Family orientation meetings ___ c. Other _____		
(4.) There is a planned procedure for personal contact with families. This includes:		
___ a. Greeting and brief conversation on arrival and departure ___ b. Positive phone calls ___ c. Positive notes ___ d. Other_____		
(5.) Family members are encouraged to visit the program and observe their child at any time.		
6. Family members have opportunity to be involved in the ongoing program with their children in some of the following ways:		
___ a. Celebrations ___ b. Field trips ___ c. Sharing expertise, skills, interests, family customs ___ d. Sharing a meal/snack ___ e. Assisting in classroom ___ f. Special projects ___ g. Input into program planning ___ h. Program evaluation		

QUALITY INDICATORS	RATINGS YES NO 1 2 3 4 N/A	REMARKS/EXAMPLES
___ i. Serving on Program Advisory Council		
___ j. Other _____		
(7.) Various methods are used to facilitate good communication between home and school/center. These include:		
___ a. Newsletters		
___ b. Conferences		
___ c. Phone calls		
___ d. Other (please specify):_____		
8. Resource information and services are available to families. These include:		
___ a. Materials and/or information on community resources		
___ b. Support groups		
___ c. Education groups		
___ d. Interest groups		
___ e. Individual counseling and/or referral		
9. Frequent and varied opportunities for sharing between home and school/center include:		
___ a. Family bulletin board with current information		
___ b. Recognition of families' ethnic and cultural backgrounds as observed in toys, bulletin boards, photographs, etc.		

QUALITY INDICATORS	RATINGS YES	NO	1	2	3	4	N/A	REMARKS/EXAMPLES
___ c. Occasional sharing of special home possessions								
(10.) Collaboration with Special Services Providers								
The following items apply when the special needs of children are being met by special services providers (e.g., speech, language, physical, or occupational therapists):								
___ a. Information about child's progress is shared with special services providers after securing family consent. This may be in written or verbal form, such as daily journals, letters, phone conversations, etc.								
___ b. Open communication is encouraged between staff and those individuals who are providing specialized services.								
___ c. Family is informed of communication between staff and special services providers.								
___ d. Staff members are encouraged to participate in IEP and/or IFSP meetings, as appropriate.								
___ e. Efforts are made to have special services, such as speech/language, delivered within the child's normal program settings to promote the child's ability to use skills in everyday life.								
___ f. Other _____								

QUALITY INDICATORS	RATINGS							REMARKS/EXAMPLES
	YES	NO	1	2	3	4	N/A	

VI. Maintain Effective Personnel Communications and Efficient Management Practices

Effective administration requires knowledge about all areas of the program, including staff qualifications, development, and evaluation, program policies and procedures, and record-keeping. (Items in this section should be verifiable through written documentation.)

Staff Development and Qualifications

1. A written description of program goals is shared with staff, families, and visitors.

2. Written job descriptions for all staff are updated regularly.

3. There is an adequate staff/child ratio for each group of children. Adequacy is determined by the number of children, staff competency, physical facility, equipment and the length of the day. Two adults (18 years and older) must be on the premises at all times.

___ a. At least one adult to every 16 children, 5 years of age and older

___ b. Staff/child ratios are adjusted to accommodate children with special needs

QUALITY INDICATORS	RATINGS YES	NO	1	2	3	4	N/A	REMARKS/EXAMPLES
(4.) Staff have appropriate educational background.								
___ a. Staff in charge of a group of children have one of the following:								
1) BS or BA Degree in Early Childhood Education, Elementary Education, Child Development, Special Education, or related field.								
2) BS or BA Degree with one year experience working with children and in-service training in Early Childhood Education, Elementary Education, Child Development, Special Education, or related field.								
3) AA Degree in Child Development or related field, with one year experience with children.								
4) CDA credential with two years experience with children.								
5) Five years experience working with children, with in-service training inEarly Childhood Education, Elementary Education, Child Development, Special Education, or related field.								
___ b. In programs enrolling children with special needs, staff have access to training and/or resources for the appropriate special condition(s).								

QUALITY INDICATORS	RATINGS YES	NO	1	2	3	4	N/A	REMARKS/EXAMPLES
___ c. Staff working as volunteers have had training in child development, recreation, early childhood, elementary education or related fields.								
(5.) Program directors have one of the following:								
___ a. BS or BA Degree in Early Childhood Education, Elementary Education, Child Development, Special Education, or related field and one year experience with children.								
___ b. BS or BA Degree with training inEarly Childhood Education, Elementary Education, Child Development, Special Education, and one year experience with children.								
___ c. Two years of college with a minimum of 12 hours of Early Childhood Education, Elementary Education, Child Development, Special Education, and two years experience with children.								
___ d. Training and experience of program administrators may include child development, recreation, elementary education, early childhood, special ecudation, or related field.								
(6.) There is a formalized ongoing in-service and career development program which includes:								
___ a. Orientation for new staff								
___ b. Regular supervision; classroom observation								

QUALITY INDICATORS	RATINGS YES NO 1 2 3 4 N/A	REMARKS/EXAMPLES
___ c. Opportunities for professional growth through workshops, conferences, and classes		
___ d. Instruction in observation and recording of behavior		
___ e. Access to resource materials		
___ f. Provision for visiting other programs.		
Administrative Practices and Evaluation		
7. Fees and policies for admission and attendance are clearly stated and available in written form.		
8. There is a personnel practices and procedures manual (that includes policies for substitutes) available to all staff. (Document)		
9. There is appropriate insurance coverage for all children and adults.		
10. The school/center keeps appropriate fiscal records, which include evidence of long- range budgeting and sound fiscal planning.		
11. Records are kept on program operations, such as attendance records, board or advisory committee reports, special activities, etc.		
(12.) There is a system for documenting in writing the person or persons authorized to pick up a child.		

QUALITY INDICATORS	RATINGS							REMARKS/EXAMPLES
	YES	NO	1	2	3	4	N/A	
13. All staff are evaluated regularly. Evaluations are recorded and discussed with individual personnel members.								
14. Staff, other professionals, and families are involved in evaluating the program's effectiveness in meeting the needs of all children and families.								

STATE OF MISSOURI

APPLICATION FOR ACCREDITATION OF A SCHOOL AGE CHILD CARE (SACC) PROGRAM

SECTION I. **ADMINISTRATIVE INFORMATON**

Affiliation _____
(Name of Public School, YMCA, YWCA, 4-H, Religious Organization, etc , if applicable If more than one affiliation, please indicate all)

Name of School District (if applicable) _____

Address of Affiliation _____

Administrative Contact _____ Phone (____) _____

SECTION II. **SITE INFORMATION**

Name of program _____

Building where program is housed _____
(e g. church, synagogue, elementary school, etc , if applicable)

Program Address _____
(Street) (City) (Zip Code)

Site Coordinator/Director _____ Phone (____) _____

Type of Program: (check all that apply)

_____ For Profit
_____ Non-Profit
_____ Public School
_____ Nonpublic School
_____ Other sponsorship(specify) _____

_____ Before School
_____ After School
_____ Half Day (for Kindergarten)
_____ Summer

Total number of children (ages 6 to 12) served _____

Before School/After School: Hours of Operation _____/_____ Days/Week _____ Months/Year _____

One-Half Day (Kindergarten): Hours of Operation _____ Days/Week _____ Months/Year _____

Summer Program: Hours of Operation _____ Days/Week _____ Months/Year _____

Names of teaching staff:

_____ _____

_____ _____

_____ _____

_____ _____

Brief program description (25 words or less):

_____

_____

_____

Please add any program information that you feel would be beneficial to review team members prior to the on-site visit.

_____

_____

_____

Is program licensed? _____ If not licensed, does program have letter of exemption? _____

If program meets state definition of day care, please attach copy of state license or letter of exemption. If in doubt about program definitions, contact Missouri Division of Family Services.

VERIFICATION OF SELF-STUDY AND REQUEST FOR VISITATION BY REVIEW TEAM

As _____ of the _____
(Title) (Name of Program)

I certify that the above-named program has completed the Self-Study and submitted all necessary materials to the Missouri Center for Voluntary Accreditation of Childhood Education Programs. I understand that the program has the right of advance approval of Review Team members assigned and of the proposed date(s) of on-site visit(s). Enclosed is a check in the amount of $_____ for the accreditation fee. I also understand that the program will pay mileage expenses ($0.20/mile) to the Review Team members who request this, at the time of the exit interview.

_____
Signature of Director and/or Board President

_____
Date

Please make check for accreditation fee payable to Missouri Center for Voluntary Accreditation and mail to the center at Stephens College, Box 2022, Columbia, MO 65215. [See current Fact Sheet for information on fees.]

[TO BE FILLED OUT BY THE REVIEW TEAM LEADER AT THE COMPLETION OF THE EXIT INTERVIEW AND RETURNED WITH THE EXIT INTERVIEW NOTES TO THE MISSOURI CENTER FOR VOLUNTARY ACCREDITATION]

VERIFICATION OF ACCREDITATION REVIEW

This is to verify that _____
(Name of Program)
has received an accreditation team review that was completed on _____
(Date of exit interview)

It is recommended that the program be: _____ Accredited
_____ (Indicate # of accreditation (1st, 2nd, 3rd, 4th, etc.)

_____ Granted time extension

_____ Accreditation has NOT been achieved within the one-year extension, and the accreditation process is now terminated

Address of Program _____ Phone _____

Ages served: _____ Infant/Toddler _____ 2 1/2 - 6 _____ School Age

		Check if mileage expense has been paid	
		Yes	No
Team Leader:	_____ (Signature)	_____	_____
Team Members:	_____ (Signatures)	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

Childhood Education Program Administrator or Director _____
(Signature)